

PLANNING FOR LEARNING



image: allthingsd.com/

Hunyuan 2015

Laura Terrill

What are your goals for this workshop?



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Laura Terrill

Snowball “Fights”



1. Write one statement about lesson planning. What is important to you?
2. Write one question you have about lesson planning.

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<http://rulintheroost.blogspot.com/2014/01/classroom-snowball-fights.html>

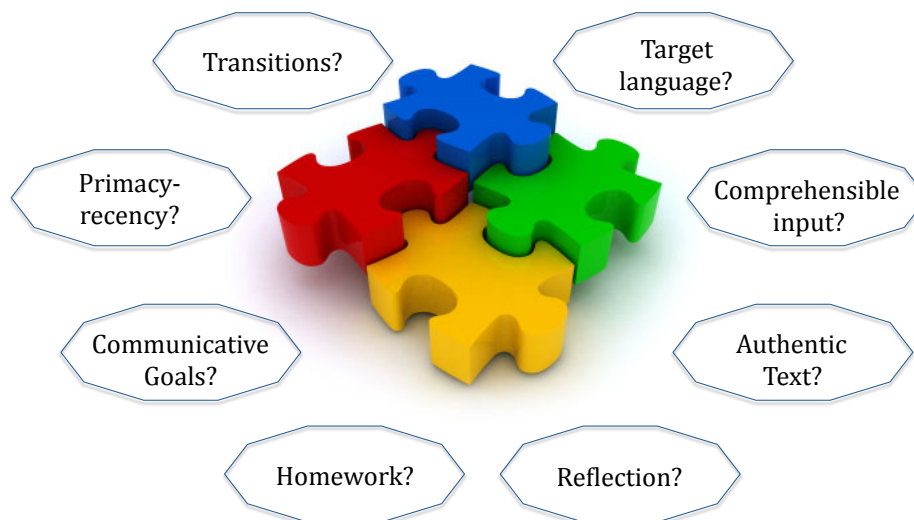
Snowball “Fights”



How could you use this activity in the classroom? What are the advantages of this type of activity?

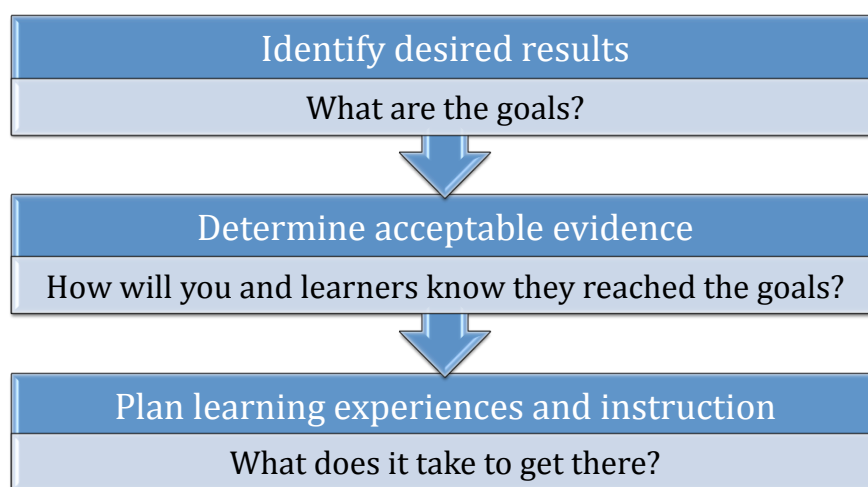
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Lesson Plan Mindset



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Backward Design



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STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO

- What will students be able to do at the end of this lesson that they couldn't do when it started?
- This should be a real-life learning target stated in student-friendly language

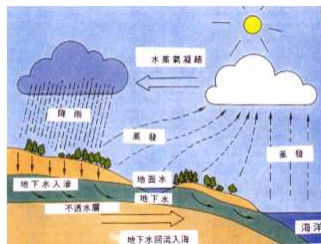
"You will be able to introduce a person to your class."

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Content-Based/Content-Related Curriculum: STEM

Content Objectives

Content-Obligatory Language



Water cycle

Linguistic Functions and Structures

Content-Compatible Language

- Sequencing
 - First
 - Then
 - Next
 - Afterwards
 - Finally

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Setting Lesson Goals



Are students involved in a worthwhile lesson that leads them to important standards and curricular goals, engages them with rigorous content, and meets their learning needs?

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Moss and Brookhart

Key Lesson Planning Question

What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?



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Lesson Learning Target

Function(s): **state** likes and dislikes
with regard to sea creatures



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Student Can-do's

I can	Yes	With some help	Not yet
Ask and answer questions about likes and dislikes of water sports			
Ask and answer questions about likes and dislikes of sea creatures			
Explain the water cycle			
Introduce and state some things about myself			
Ask and answer questions about family members			
Identify causes of water pollution			

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Student Can-do's

Ask and answer questions about likes and dislikes of water sports

Ask and answer questions about likes and dislikes of sea creatures

Explain the water cycle

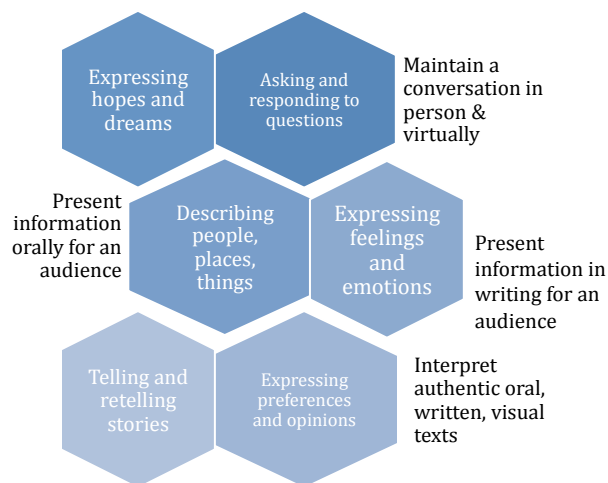
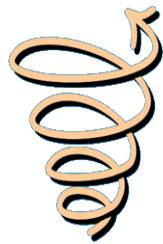
Introduce and state some things about myself.

Ask and answer questions about family members.

Identify causes of water pollution.

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Top Ten Functions and Related Tasks



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Increasing levels of proficiency

Novice	Intermediate		Advanced		
Express feelings and emotions	I can say that I am happy, sad	I can express my emotions in simple sentences	I can express emotions such as surprise, happiness, anger and sadness with some explanation	I can express and react to a variety of emotions and feelings giving detailed explanations	I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations
Tell or retell stories	I can say what I am doing in short memorized sentences	I can tell someone about my day in short, simple sentences	I can tell a story in a series of sentences	I can tell about something that happened or will happen giving the sequence of events	I can tell a detailed story using paragraph-length narration to describe the event

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Text Type

Quantity and Organization of Language Expands

- ☐ Isolated words
- ☐ Words and phrases
- ☐ Discrete sentences
- ☐ Strings of sentences
- ☐ Connected sentences
- ☐ Single paragraphs
- ☐ Multiple paragraphs
- ☐ Extended cogent discourse



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Water, water everywhere – Stage 1

Heritage Intermediate Low -Mid Performance		
Interpersonal	1.	I can have a simple conversation on a number of everyday topics, including friends, family, colors, food, water sports, and ocean creatures.
	2.	I can ask and answer questions on factual information, such as scientific experiments, including water cycles, the three states of water, and water pollution.
Non-Heritage Returning Students Novice Mid – Novice High Performance		
Interpersonal	1.	I can exchange information about myself and my family using words, phrases, and memorized expressions.
	2.	I can ask and answer a few simple questions, including likes and dislikes about family members, water sports, colors, and Chinese food.
Non-Heritage Novice Mid Performance		
Interpersonal	11.	I can exchange information about myself and my family using words, phrases, and memorized expressions.
	12.	I can ask and answer a few simple questions, including likes and dislikes about family members, water sports, colors, and Chinese food.

Develop a specific can do statement / learning target for a group you will teach.

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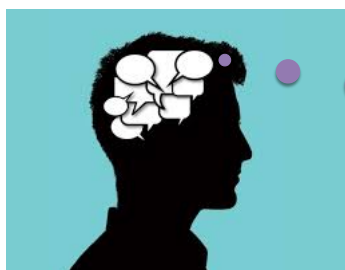
STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO	KNOW
<ul style="list-style-type: none"> What will students be able to do at the end of this lesson that they couldn't do when it started? This should be a real-life learning target stated in student-friendly language <p><i>"You will be able to introduce a person to your class."</i></p>	<p>What vocabulary, structures and culture do students need in order to meet the learning target?</p>

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Lesson Learning Target

Function(s): **state** likes and dislikes
with regard to sea creatures



Hear the
conversation you
want students to
have.

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Ask and answer questions about likes and dislikes of sea creatures

- ☐ Do you like (names of sea creatures)?
- ☐ I like, don't like....
- ☐ What animal do you prefer? I prefer....
- ☐ Have you ever seen a (sea creature) before?
- ☐ Yes, in the ocean.
- ☐ No, I haven't seen a (sea creature).



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Water, water everywhere – Stage 1

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Hear the conversation your students might have.



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Student Can-do's

Ask and answer questions about likes and dislikes of water sports

Ask and answer questions about likes and dislikes of sea creatures

Explain the water cycle

Introduce and state some things about myself.

Ask and answer questions about family members.

Identify causes of water pollution.

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STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

At the end of the lesson,
how will you know that
each student has met or
made progress toward the
learning target?

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Interpersonal Learning Checks

- Call on a sampling of learners randomly to ask/answer a question
- Exchange information in line-up or inner-outer circle
- Role-play
- Using the strategy of think-pair-share, think-write-pair-share

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Interpretive Learning Checks

- Act out the sequence of events or scene that is described
- Identify and explain most important word or sentence
- Signal—thumbs up/thumbs down, true/false
- Signal by using clickers or web-based tools

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Checking for Comprehension



Thumbs up /Thumbs down



Make sentence true



Hold ups



Do as I say (TPR)



Act Out

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Check for Comprehension



Limited Language Responses



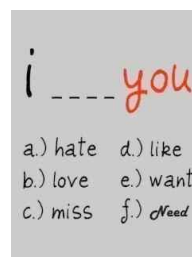
Extended Language Responses

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CHECKING FOR COMPREHENSION Oral Production Strategies



- ❖ Yes/no
- ❖ Either/or
- ❖ Fill in the blank
- ❖ Who? / What? / When?
- ❖ Why? / How?
- ❖ What now? What is going to happen?



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Presentational Learning Checks

- Complete an exit slip.
- Process using quick write or quick draw.
- Respond to a question according to an assigned number (numbered-heads-together).
- Respond in a journal.
- Write responses on dry erase boards.

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Thinking Like an Assessor




What were learners able to do as a result of the lesson that they couldn't do at the start of the lesson?

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Water, water everywhere – Stage 2

Heritage Intermediate Low –Mid Performance		
Interpersonal	1.	I can have a simple conversation on a number of everyday topics, including friends, family, colors, food, water sports, and ocean creatures.
	2.	I can ask and answer questions on factual information, such as scientific experiments, including water cycles, the three states of water, and water pollution.
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Interpersonal	1.	I can exchange information about myself and my family using words, phrases, and memorized expressions.
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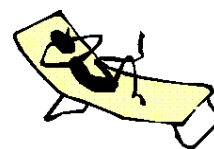


How will you know that each learner has hit the learning target by the end of the lesson?

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Individual Accountability

Cooperative learning groups are not successful until every member has learned the material or has helped with and understood the assignment. It is important to frequently stress and assess individual learning so that group members can appropriately support and help each other.



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Some Ways to Ensure Individual Accountability

- Students do the work first to bring to the group.
- Pick one student at random to orally answer questions studied by the group.
- Everyone writes, then certifies correctness of all papers; you pick one to grade.
- Listen and watch as students take turns orally rehearsing information.
- Assign jobs or roles to each student.

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Teacher Effectiveness for Language Learning Project

LEARNING TARGETS

At-a-Glance Infographic

Learning Targets, when properly conceived and worded, play an inestimable role in attracting the attention of the learner and potentially tapping into his motivation and the energy which he is capable of adding to the learning process.

WHY SHOULD YOU CREATE & SHARE LEARNING TARGETS?

The quality of learning experiences is enhanced when a teacher seriously thinks about the focus and purpose of a lesson.

Students are more likely to perform when they know why they are doing what they are doing.

Learning targets help stakeholders become partners in the overall learning environment and contribute to its success.

Students who can identify what they are learning significantly outscore those who cannot.

Robert Marzano



HELPFUL TIPS

- Use the NCSSFL-ACTFL Can-Do Statements to help you identify or



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Strategies for Cooperative Work



Simultaneous Round Table

Group Size: 3-4

Directions: All team members contribute ideas on their sheet of paper. When the signal is given, one member writes the answer and passes it on to the next member. The process continues until the task is completed.

Why are learning targets important?

How will you share learning targets with the student?

How will you make sure that individual students are meeting the learning targets of the lesson?



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Round Table



How could you use this activity in the classroom? What are the advantages of this type of activity?

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Kagan Structures — PIES

4 Basic Principles of Cooperative Learning

Principle	Key Question
Positive Interdependence	Is a gain for one associated with a gain for others, and is help necessary?
Individual Accountability	Is individual performance required?
Equal Participation	How equal is the participation?
Simultaneous Interaction	What percent of the students are overtly active at any one moment?

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STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Do the activities in the lesson

- ❑ give students a reason for needing to/wanting to pay attention and be on task?
- ❑ provide sufficient opportunities for understanding new words before expecting production?
- ❑ provide multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent?
- ❑ provide students with an authentic purpose for using words and phrases?
- ❑ engage all students (as opposed to just one or two students at a time)?

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STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Do the activities in the lesson

- vary in the level of intensity and the amount of physical movement required?
- make the learner, not the teacher, the active participant?
- build toward allowing students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know?
- make the best use of instructional time to maximize student learning?
- take an appropriate amount of time considering the age of the learner?

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The lesson makes the best use of instructional time to maximize student learning.

- ❑ Create a sense of urgency.
- ❑ Make goals clear.
- ❑ Have Smooth Transitions.
- ❑ Be Sure Materials Are Ready.
- ❑ Present Instructions Visually.
- ❑ Check for Understanding.
- ❑ Choose Most Effective Type of Teaching.



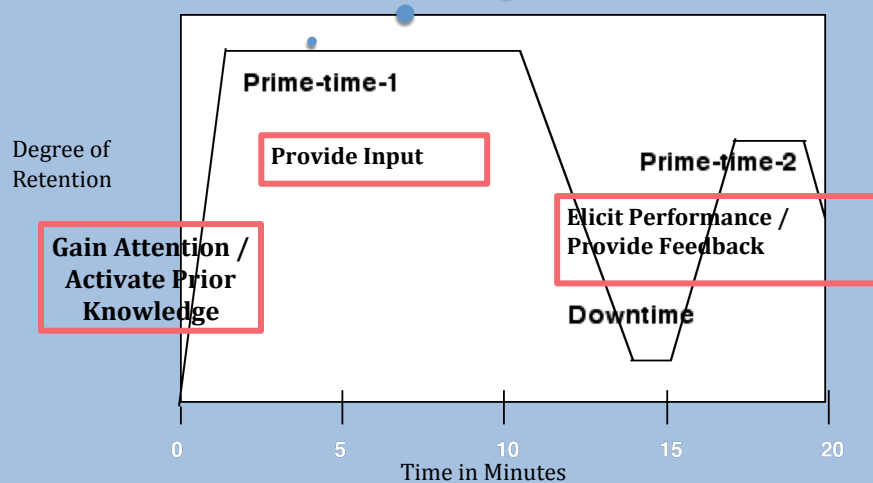
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Instructional Pacing: How Do Your Lessons Flow?
<http://www.edutopia.org/blog/instructional-pacing-tips-rebecca-alber>

Primacy-Recency

We learn best what we learn first and last.

What is the most important thing in the lesson? Do it first.



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Adapted from Sousa

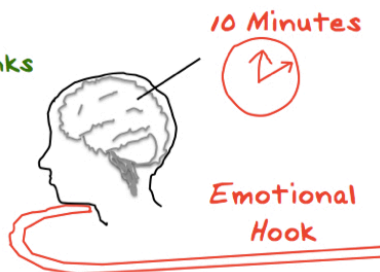
The lesson takes an appropriate amount of time considering the age of the learner.

Attention - Your Brain is Easily Bored

Create 10 min. Presentation Chunks

- Tell a Story

- Trigger Emotions

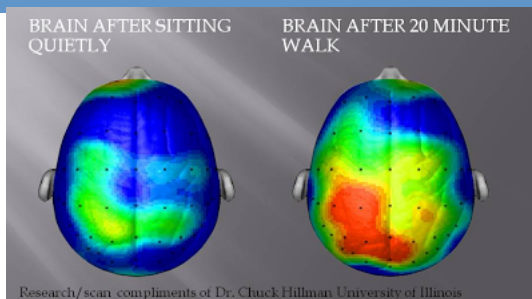


Age	# of items*	Time Span
5 - 14	3 - 7	10 minutes
14+	5 - 9	20 minutes

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image: <http://customerthink.com>

Chunk lessons incorporating movement activities every 10 – 20 minutes.



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Managing transitions

Tell students what to do:

- Tell yourself ...
- Think of ...
- Take turns describing ...
- Ask your partner a question about....
- List ...
- Complete this sentence: _____
- Write a two-sentence description of the image.

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What are your goals for this workshop?



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Laura Terrill

Your Questions - For today

- ☐ Do we have to teach Pinyin?
- ☐ How to state the class goal?
- ☐ Is the goal the same as the objective?
- ☐ Can we tell Chinese story related to our topics with English combined with simple Chinese?
- ☐ How to manage 90% immersion on first day?
- ☐ Writing characters helps me to remember the language, hard to recognize with writing a little bit?
- ☐ How to introduce the theme at the beginning of the new language?

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Your Questions – for tomorrow

- How to maintain and build interest for non-native speakers?
- How to differentiate – how to help advanced students while helping the rest of the students?
- Can we tell Chinese story related to our topics with English combined with simple Chinese?
- How to manage 90% immersion on first day?
- What should Chinese teachers do to contribute to CC literacy?

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Key Lesson Planning Question

What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?



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STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO	KNOW
<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Ask for and state likes and dislikes with regard to sea creatures. 2. State 1-2 simple facts about a sea turtle. 	<p>Learners need to know:</p> <ol style="list-style-type: none"> 1. Do you like....? I like..... I don't like.... Do you prefer....? I prefer...? I love..... I hate.... 2. The sea turtle..... <ul style="list-style-type: none"> • is big and green. • lives in the ocean. • swims in the ocean. • walks on land. • loves clean water. • eats jellyfish. • hates plastic bags.

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STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

At the end of the lesson, how will you know that each student has met or made progress toward the learning target?

- Students will interview their partner asking and answering questions about likes and dislikes with regard to sea creatures.
- Students will work individually and then in pairs to connect and say sentences about sea turtles.

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The lesson gives students a reason for needing to/wanting to pay attention and be on task.



La tortue de mer nage dans l'océan.

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- Opening activity as a 'hook'
- Interesting to the learner
- 'Can-do' disposition

The lesson provides multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent.



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La tortue verte



What words and phrases do you know that would help you talk about this video?

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The lesson provides students with an authentic purpose for using words and phrases.



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Building toward Interpersonal Communication

Tu aimes?

Oui, j'aime

Mais oui, j'adore.....

Tu préfères.....? ou ?

Non, je n'aime pas.....

Absolument pas, je déteste....

Je préfère.....



la tortue de mer



le dauphin



l'étoile de mer



le hippocampe



le sac plastique



l'eau propre

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Building toward Interpersonal Communication

Do you like.....?

Yes, I like

Of course, I love.....

Do you prefer.....? or ?

No, I don't like.....

Absolutely not, I hate....

I prefer.....



sea turtles



dolphin



starfish



sea horses



plastic bags



clean water

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Building toward Interpersonal Communication

Tu aimes?

Mais oui, j'adore.....
Tu préfères.....? ou ?

Absolument pas, je déteste....
Je préfère.....



la tortue de mer



le dauphin

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Building toward Interpersonal Communication

Tu aimes?

Tu préfères.....? ou ?

Je préfère.....



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Building toward Interpersonal Communication

Have a conversation about the pictures.



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Building toward Interpersonal Communication

Tu aimes?

Oui, j'aime

Mais oui, j'adore.....

Tu préfères.....? ou ?

Non, je n'aime pas.....

Absolument pas, je déteste....

Je préfère.....



l'étoile de mer



le hippocampe

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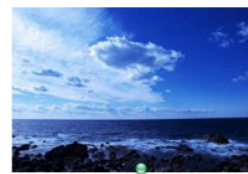
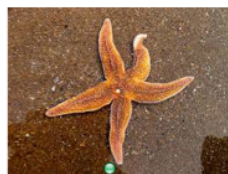
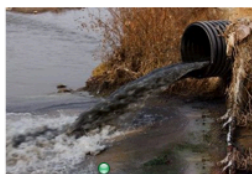
Building toward Interpersonal Communication

Have a conversation about the pictures.



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Tear Sheet Vocabulary

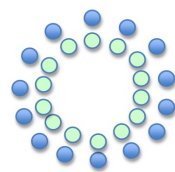


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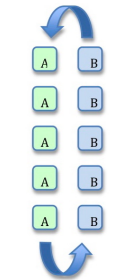
Check for Learning

Stage 1: Learning Target	Ask for and state likes and dislikes with regard to sea creatures.
Stage 2: Check for Learning/Assessment	Students will interview their partner asking and answering questions about likes and dislikes with regard to sea creatures.

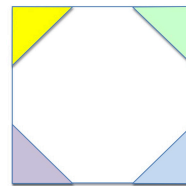
Working with Random Partners



Inner/Outer Circle



Rotating Rows



Four Corners

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Teacher Observation Check List

	Ask for and state likes and dislikes with regard to sea creatures.	State simple facts about sea turtles						
Student 1								
Student 2								
Student 3								

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Using the target language



May I speak
English?

Laura Terrill

and providing comprehensible input



What makes a book
comprehensible
to a 2-year old child in
his first language?

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Create Comprehensible **LANGUAGE** by:

- Paraphrasing (or saying it in an easier way).
- Slowing down the rate of delivery.
- Defining words by example, not translation.
- Using structures students are familiar with and build on them over time ('No talking over their heads').
- Using key words and phrases more than once (enter and re-enter new language elements).
- Use tone of voice to emphasize key parts on the message

Smith and Donato, Startalk 2012

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Create a **CONTEXT** for increasing comprehension by:

- Using gestures to make meanings clear
- Using visuals and props
- Making sure students have knowledge of the topic/objective of the lesson
- Providing a meaningful and purposeful context

Smith and Donato, Startalk 2012

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Making Input Comprehensible

Sensorial Supports	Paraverbals	Non-Verbals
<ul style="list-style-type: none"> • Visuals • Graphics • Realia • Pictures • Graphic Organizers • Manipulatives 	<ul style="list-style-type: none"> • Exaggerated pronunciation • Slower than normal speech • Purposeful pauses • Intonation • Enunciation • Slowed speech for emphasis • Key word emphasis 	<ul style="list-style-type: none"> • Gestures • Facial expressions • Pantomime • Demonstration • Routine • Context clues

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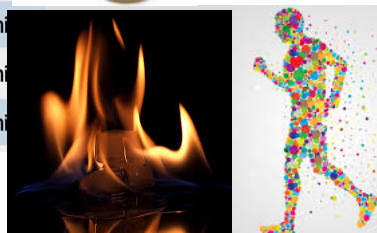
Making Authentic Text Comprehensible

Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
<ul style="list-style-type: none"> ■ Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate 	300	115 minuti	95 minuti
<ul style="list-style-type: none"> ■ Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10) 	350	135 minuti	110 minuti
<ul style="list-style-type: none"> ■ Panino con hamburger al doppio formaggio 	450	170 minuti	140 minuti
<ul style="list-style-type: none"> ■ Patatine fritte (porzione media da fast food) 	340	130 minuti	110 minuti
<ul style="list-style-type: none"> ■ Una porzione di profiterol (g 100) 	280	110 minuti	90 minuti
Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti

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Making Authentic Text Comprehensible

Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'o necessari per bruciare le calorie)	
		Donna (peso 60 kg)	Uomo (peso 70 kg)
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■ Una porzione di profiterol (g 100)	280	110 minuti	90 mi
■ Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 mi



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Practice in target language; assess in English

Comment dit-on.....

How do you say....



Cherchez les mots qui indiquent.....

Find the words that indicate....

1. **une quantité de coca** (an amount of coke)
2. **pas toutes les profiteroles** (not all the profiteroles)
3. **une sauce blanche** (a white sauce)
4. **Quelquechose de jaune qui va souvent avec un hamburger**
(something yellow that often goes with a hamburger)
5. **La nourriture qui exige plus de deux heures de marcher pour éliminer les calories**
(the food that requires more than 2 hours of walking to get rid of calories)

Quelle est l'idée principale?

What is the main idea?

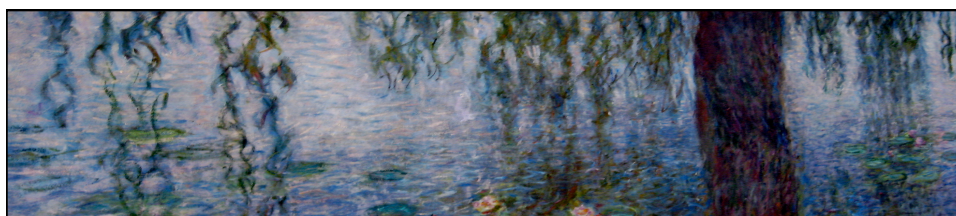
- a. **La différence entre les hommes et les femmes**
(difference between men and women)
- b. **Une comparaison entre les calories et l'activité**
(A comparaison between calories and activity)
- c. **La nourriture qui est de mauvaise santé**
(food that is unhealthy)

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A lesson is like a movie....



Laura Terrill



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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>